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ABSTRACT

A study was conducted at 12 community colleges in 6 states to determine the relationship between student and faculty characteristics and the colleges' transfer rates. Transfer rate was defined as the percentage of students with 12 or more credits who transferred to an in-state institution within 4 years, while findings were compared for 3 colleges with high transfer rates and 3 with low transfer rates. Data on students were gathered through telephone interviews with college administrators and questionnaires completed by students in selected class sections. In addition, faculty at the colleges were surveyed and a typology was devised based on their responses, categorizing faculty as organizational affiliated, professionally affiliated, or unaffiliated. The study found that students at colleges with high transfer rates were more likely to be ready for college-level English and mathematics and to have stated transfer as an educational goal. In addition, faculty categorized as organizational affiliated were represented to a greater degree than any other type at colleges with high transfer rates. Contains 60 references. Appendixes provide results from a pilot study of the faculty typology, the questionnaires and cover letters, a list of liberal and non-liberal arts disciplines, and data tables. (HAA)

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